

INDIANA'S EDUCATION ROUNDTABLE

Dear Education Roundtable Member:

Indiana's potential for economic progress depends primarily on an education and workforce preparation system that effectively and efficiently educates all students and workers with the skills and knowledge sufficient to compete in the global economy.

Because Indiana law charges the Roundtable to provide education recommendations to the governor, superintendent of public instruction, state board of education and the general assembly (IC 20-19-4-7), we believe that a strategic plan to align the policies and programs of the State Board of Education/Department of Education, Commission for Higher Education, and the Indiana Workforce Investment Council will strengthen the entire network of education and workforce preparation services to better meet the needs of all students and adults in need of education and training. Commissioner for Higher Education Teresa Lubbers and Commissioner for Workforce Development Mark Everson will provide leadership with us for this initiative.

We are drafting an interagency strategic plan focusing on adapting the most effective state, national and international practices regarding:

- Teacher and principal effectiveness
- College and career readiness
- High school and college completion
- Workforce preparation

With your expertise, input and feedback, we can invent and design new solutions to educate a world-class workforce. The Education Roundtable strategic plan will rely on expert research to:

- Assess Indiana's competitive position in education and workforce skills within the Midwest, national and global economies
- Document sociodemographic trends for Indiana's students and adult workforce
- Ascertain the impact of technologies that will change education and work
- Delineate the skill and knowledge requirements for jobs and careers of the future
- Propose scenarios for the future of Indiana's economy.

Additionally, we will work with a Partnership for Indiana's Future—a network of education, civic and business organizations throughout the state—to build public consensus for substantive change in education and workforce preparation and will combine efforts with other initiatives considering Indiana's future.

While we recognize that decisions to change existing policies and practices may be complex and difficult, our collective will to act in time is our best hope not only to address the challenges facing Indiana but also to realize the possibilities of our future. Enclosed is a summary of a proposed education/workforce preparation strategic plan and initial actions for your consideration.

We have asked Dan Clark, the executive director of Indiana's Education Roundtable, to contact you prior to our December 8 meeting to discuss your thoughts about the Roundtable.

Sincerely,



Mitchell E. Daniels, Jr.
Governor



Dr. Tony Bennett
Superintendent of Public Instruction

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Expecting Schools and Colleges to Effectively Educate a World-Class Workforce

Expectation

The governor, superintendent of public instruction, commissioner for higher education and commissioner for workforce development have determined that Indiana's Education Roundtable should develop and execute a comprehensive plan to better coordinate programs and efforts between the state government entities responsible for education and workforce development policies and programs. The Roundtable is the sole policy recommending body charged to consider early childhood education, K-12 education, higher education, workforce training and adult education.

The statutory charges of the Education Roundtable include:

IC 20-19-4-7

Recommendations concerning matters related to education

Sec. 7. (a) The Roundtable shall provide recommendations on subjects related to education to the following:

- (1) The governor.
- (2) The state superintendent.
- (3) The general assembly.
- (4) The state board.

The Roundtable is bound by a requirement to produce a fiscal impact statement for its recommendations.

IC 20-19-4-8

Recommendations; determination of total estimated fiscal impact by roundtable and legislative services agency

Before providing a recommendation, the Roundtable shall prepare an analysis of the total estimated fiscal impact that the recommendation will have on the state, political subdivisions, and all private schools affected by the recommendation. If the Roundtable provides a recommendation and the total estimated fiscal impact analysis indicates that the impact of the recommendation will be at least five hundred thousand dollars (\$500,000), the Roundtable shall submit a copy of the recommendation and the fiscal analysis prepared to the legislative services agency for review. The fiscal impact statement must contain the direct total estimated fiscal impact of the recommendation and a determination concerning the extent to which the recommendation creates an unfunded mandate on the state, a political subdivision, or a nonpublic school affected by the proposed recommendation. The fiscal impact statement is a public document.

The framework for the Roundtable's strategic plan will be the current state economic growth, workforce development, and P-16 plans, which include the following:

- *Accelerating Growth: Indiana's Strategic Economic Development Plan* (2006)
[Gov. Daniels]
- *Preparing All Students for the 21st Century: P-16 Education Plan* (2003)
[Indiana's Education Roundtable]

- *Reaching Higher: Strategic Initiatives for Higher Education* (2007)
[Indiana Commission for Higher Education]
- *Action Plan*
[Indiana State Board of Education/Indiana Department of Education; 2009]
- *Workforce Investment Act Strategic Plan* (2005)
- *Career & Technical Education Act State Plan* (2006)
[Indiana Workforce Investment Council/Indiana Economic Development Corporation]

The Roundtable's initial strategic plan will recommend actions that can be taken now by using existing resources and limited targeted investments. To support the growth of Indiana's economy, the quality, productivity, efficiency and accountability of Indiana's education and workforce preparation systems and institutions must be improved at every level. The most effective and successful education and workforce preparation policies and practices in the state, nation and the world will be considered.

The Roundtable's recommendation for adoption of the Common Core State Standards and Indiana's participation in the Partnership for the Assessment of Readiness for College and Careers (PARCC) will dramatically and necessarily change our schools and colleges. Indiana intends to be the first and best prepared state to implement these standards and assessments.

Objectives

The Roundtable will seek the implementation of solutions that:

- Align education and workforce preparation systems with the skills and knowledge required for Indiana's economic progress.
- Prepare all students to complete secondary and postsecondary education ready for work and careers in the global economy.
- Transform the teacher and principal professions so that:
 - Highly talented individuals seek to be teachers and principals.
 - The conditions of these professions support continuous professional improvement.

Immediate actions must be taken to significantly improve education and workforce preparation system productivity and results. Substantial redesign and integration of education and workforce preparation systems must be done to accomplish the goal of all students and workers achieving world-class levels of skills and knowledge.

Progress Metrics (2010-2025)

- Purchasing power per capita will increase so that Indiana is above the national average.
- Percentage of the population ages 25 to 34 completing postsecondary education, including workforce certification, will increase so that Indiana is above the national average.
- On-time college degree completion rates will increase so that Indiana is in the highest national quartile.

- College debt per student and the proportion of students with college debt will decrease so that Indiana is in the lowest national quartile.
- Percentage of the population ages 35 to 65 completing a high school diploma and/or a workforce retraining certification program will increase so that Indiana is above the national average.
- 90 percent of students will graduate from high school.
- 50 percent of high school graduates achieve an honors diploma.
- 90 percent of intermediate and middle grades students demonstrate proficiency of the Common Core State Standards in language arts, reading and math.
- 90 percent of 3rd grade students demonstrate proficiency of the Common Core State Standards in language arts, reading and math.
- 90 percent of students enter school having achieved basic literacy and numeracy benchmarks.

Actions

- Improve teacher and principal effectiveness:
 - Create evaluation systems that consider instructional skill, curriculum knowledge, classroom management, leadership roles/responsibilities and student academic achievement
 - Develop compensation structures that consider instructional skill, curriculum knowledge, classroom management, leadership roles/responsibilities and student academic achievement.
 - Align high school diploma, workforce certification, and college degree requirements with the skills and knowledge of higher-wage occupations and careers in the growth sectors of Indiana's economy, with a focus on science, technology, engineering and math competencies.
 - Identify high school career-and-college ready metrics.
 - Expand high school career and technical education workforce certification programs that are aligned with the skills and knowledge of higher-wage occupations and careers in the growth sectors of Indiana's economy.
 - Expand dual-credit, Advanced Placement and International Baccalaureate programs so that high school students demonstrating readiness for college can graduate from high school with 6 to 15 credits already earned toward a postsecondary credential.
 - Establish a common college core curriculum of 15 to 30 degree credit hours that are transferrable among all public higher education institutions.
 - Allow high school students to complete diploma requirements by the end of the 11th grade.
 - Adopt accelerated college completion models for technical, associate and baccalaureate degrees.
 - Align education and training programs for displaced and undereducated workers with higher skill/higher wage occupations; expand options for accelerated credentialing and program delivery.
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